



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

**Educational Ideals of Today:** An Anthology of the Moulders of French Educational Thought of the Present, edited by Ferdinand Buisson, member of the Chamber of Deputies, and Frederic E. Farrington, of the Chevy Chase School, Washington, D. C. We have in this volume the plighted faith of thirty-four leading French scholars, whose views should carry great weight in American School circles. One contributor, Alfred Croiset, Professor of Greek at the Sorbonne, claims that the ancients are the contemporaries of modern France, even more than the men of the seventeenth century. He says:

When we study their thoughts, we do not become mere curious dilettanti. We go back to our own origins; we take the river at its source, which is the sole means of knowing it well and of not making a mistake as to its direction. Ignorance of this part of our origin would be ignorance of ourselves. Voluntary neglect of our past, of such a living and ever-present past, would be a real mutilation of our intellect. We might as well close our eyes to everything beyond the horizon of our present generation and declare, for instance, that the French of the twentieth century have no need of knowing what took place in France during the seventeenth and eighteenth centuries<sup>1</sup>.

DEPARTMENT OF HISTORY,  
CENTRAL HIGH SCHOOL,  
Philadelphia, Pa.

LEWIS R. HARLEY.

<sup>1</sup>Professor Croiset's paper, *The Study of Latin and Greek and the Democracy*, is published separately by The American Classical League. C. K.

### THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The Philadelphia Society for the Promotion of Liberal Studies held its second meeting for 1919-1920 in Houston Hall, University of Pennsylvania, on Friday evening, January 30.

Mr. Alba B. Johnson, of the Baldwin Locomotive Works, presided. He said that those who have had a classical training often undervalue it. Mr. Christopher Morley, of the staff of the Public Ledger, and an author of several recent books, was scheduled to speak on the Sunny Side of Grubb Street. He decided, however, instead to read *A Poet of Sad Vigils*, stating that he would not change the topic, but merely cross to the shady side of the street. Before beginning the enjoyable reading, the author said that humanistic studies were those that make life enjoyable. He made a plea for all Classics, including the English classics, especially Chaucer. He stated, also, that to teachers of Classics, the Classics are vocational studies, and to them sciences are liberal studies. Literary men, also, should study science.

Mr. Fred Irland, Official Stenographer of the United States House of Representatives, spoke on the subject, *Shall we Remain Contentedly Ignorant?* Coming from a perusal of the original Madison manuscripts in Independence Hall, Mr. Irland was freshly impressed by the fact that the framers of our Constitution were men liberally educated in the Classics. A single paragraph of the Constitution of the United States is proof of a thousand years of progress in the business of free government. A decent government can not be conducted by those who have no knowledge of the past.

Professor William I. Hull, of Swarthmore College, spoke on the Higher Education. He said that he had no intention of speaking of the content of higher education. It was agreed that the result is the ability to live

a life among men of affairs, and this idea is gaining ground. From such an education comes a sense of humor and a sense of serenity. This ought to show in political affairs, as well as in other phases of life.

Several of the Principals of the High Schools of the city had been asked to take part in a symposium on the Need of Maintaining the Liberal Elements in Education. Dr. L. Whittaker, of the South Philadelphia High School for Boys, could not be present, but he sent a very encouraging letter, which Mr. Johnson read. In this letter Dr. Whittaker prophesied a "reaction against too great vocationalism". Mr. Parke Schoch, Principal of the West Philadelphia High School for Girls, said that all are agreed about the value of classical training. He made a plea for a thorough education in the ancient Classics, in English Classics, and in those of foreign languages. The classics in science, history, and mathematics should also be represented. Mr. Schoch felt that it is necessary, also, in the modern High School to supply to those who are incapable of enjoying a liberal education the means of making a living. While fitting into these modern needs, however, the Schools should hold firmly to what they have had in the past. Dr. Fred Gowing, Principal of the Philadelphia High School for Girls, spoke strongly in favor of a classical training, as he has done on numerous occasions in Philadelphia. He said that Latin, Greek, and mathematics exactly meet the requirements of a liberal education. These subjects have assumed a compact form from generations of scientific teaching. They represent the scholarly wisdom of all the ancients. Dr. George F. Stradling spoke for the Northeast High School, since Dr. Andrew J. Morrison, the Principal, could not be present. In a witty and strong appeal for a solid training, Dr. Stradling deplored the modern tendency to allow the pupil to choose what he will study in School. If he does not like Latin or mathematics—he may keep rabbits. A case was cited of a friend who had made his fortune and retired, but found himself devoid of any interests. He could do nothing but play cards. The best result of a liberal education is the wide range of interests which it gives.

BESSIE R. BURCHETT, *Secretary*.

### A CATHOLIC CLASSICAL CONFERENCE

On April 6, Tuesday of Easter week, a Classical Conference of Catholic educators and teachers will be held at Hotel Hollenden, Cleveland, Ohio. The purpose of this meeting is the establishment of a permanent Classical League to promote the study of Greek and Latin in Catholic educational circles. Papers will be read on the following subjects: What is being done outside Catholic Circles for the Advancement of Classical Studies?; The Ideal Training of the Teacher of the Classics; Classical Propaganda; The Teaching of First Year Latin and Greek; Classical Authors in High School; Insistence in College Courses on the Literary Spirit.

Although this meeting will be held primarily to deal with problems pertaining to Catholic educational institutions, every one interested in Greek and Latin study will be welcomed at this gathering.

ROY J. DEFERRARI,  
*Secretary for the Committee.*

### THE CLASSICAL CLUB OF ST. LOUIS

The Classical Club of St. Louis completed its organization on January 17, with Professor F. W. Shipley, Washington University, as President, Father Murphy, Professor of Philosophy, St. Louis University, as Vice-President, and Rosalie Kaufman, Cleveland High

School, as Secretary-Treasurer. The Executive Committee consists of these Officers and the following persons: Maynard M. Hart, Vice-Principal of McKinley High School, and Rudolph Detschen, University City High School. The Program Committee consists of Principal Hart and Professor Eugene Tavenner, Washington University.

The organization of the Club is meeting with such a sympathetic response from friends of the Classics and the press that one is led to hope that the tide of anti-classical agitation is at last receding.

EUGENE TAVENNER.

### ONCE MORE THE CLASSICS IN BRITISH EDUCATION

IN THE CLASSICAL WEEKLY 13.105-106 reference was made to a pamphlet entitled *The Classics in British Education*, published by the British Ministry of Reconstruction, as one of the series of pamphlets on reconstruction problems. To the courtesy of Professor Henry Browne, of University College, Dublin, I owe information of the fact that the British Board of Education has, by the authority of the Prime Minister, appointed a Committee "to inquire into the position to be assigned to the Classics, i. e. to the language, literature, and history of ancient Greece and Rome, in the educational system of the United Kingdom, and to advise as to the means by which the proper study of these subjects may be maintained and improved". The Board, in creating the Committee, has sought to gather classical experts representing the older and the modern Universities both, the Colleges for Women, and all grades of Schools in which classical education has had a part. The members of the Committee are as follows: The Most Hon. the Marquess of Crewe, Chairman; The Very Rev. Sir George Adam Smith, Aberdeen University; The Rev. C. A. Alington, Eton College; Mr. S. O. Andrew, Whitgift Grammar School; Miss M. D. Brock, Mary Datchelor School; Professor the Rev. Henry J. Browne, National University of Ireland; Professor John Burnet, St. Andrew's University; Mr. T. R. Glover, St. John's College, Cambridge; Sir Henry Hadow, Sheffield University; Miss K. Jex-Blake, Girton College, Cambridge; Professor W. P. Ker, University College, London; Mr. J. G. Legge, Director of Education, Liverpool; Mr. R. W. Livingstone, Corpus Christi College, Oxford; Mr. G. A. Macmillan, of Messrs. Macmillan and Company; Professor Gilbert Murray, Oxford University; Mr. Cyril Norwood, Marlborough College; Professor W. Rhys Roberts, Leeds University; Mr. C. E. Robinson, Winchester College; Professor A. N. Whitehead, Imperial College of Science and Technology; Mr. C. Cookson, Inspector of Schools, Secretary.

Professor Browne writes as follows:

"It is probable that the immense amount of evidence which is being prepared by and for the Committee will involve a somewhat lengthened sitting. Committees which were previously organized on somewhat similar lines to enquire into scientific education and the teaching of modern subjects took between one and two years to prepare their Reports. Their work was considered by the Board of Education to be valuable for the purposes of Reconstruction; and there appears no reason for apprehending that the Classical Committee will render less efficient service to the country. The result

will be awaited with attention by all who are interested in higher studies and in the spread of mental culture among modern and democratic communities".

C. K.

### ILLUSTRATIONS OF TACITUS

IN THE CLASSICAL WEEKLY 13.87 Professor Mustard cites a passage from Matthew Arnold's *Balder Dead* as probably derived from Tacitus, *Germania* 12. The illustration affords a striking instance of the debt of English literature to the Classics. But it is not new: Professor Gudeman quoted the lines in his note on *Germania* 12.

There is an interesting bit of dialogue in Boswell's *Life of Johnson* (Everyman Edition 1.437), which, it seems to me, was certainly suggested by Tacitus, *Agricola* 12. In speaking of the long hours of daylight in Britain Tacitus says:

*Dierum spatia ultra nostri orbis mensuram: nox clara et extrema Britanniae parte brevis, ut finem atque initium lucis exiguo discrimine internoscas. Quod si nubes non officiant, adspici per noctem, solis fulgorem, nec occidere et exurgere, sed transire adfirmat. Scilicet extrema et plana terrarum humili umbra non erigunt tenebras, infraque caelum et sidera nox cadit.*

Dr. Johnson has just remarked: "Nobody will deny that the art of making candles, by which light is continued to us beyond the time that the sun gives us light is a valuable art, and ought to be preserved". *Boswell*. "But, Sir, would it not be better to follow nature; and go to bed and rise just as nature gives us light or withholds it?" *Johnson*. "No, Sir; for then we should have no kind of equality in the partition of our time between sleeping and waking. It—would be very different in different seasons and in different places. In some of the northern parts of Scotland how little light is there in the depth of winter!"

Then follows a paragraph mentioning Tacitus with, apparently, an abrupt change of subject. But the transition is perfectly natural, for the mention of Tacitus proves that he was in the writer's mind all the while. "We talked of Tacitus, and I hazarded an opinion, that with all his merit for penetration, shrewdness of judgment, and terseness of expression, he was too compact, too much broken into hints, as it were, and therefore too difficult to be understood. To my great satisfaction Dr. Johnson sanctioned this opinion. 'Tacitus, Sir, seems to me rather to have made notes for an historical work, than to have written a history'".

JOHN G. WINTER.

### THE NEW YORK CLASSICAL CLUB

#### The Classical Forum

The second meeting of The Classical Forum of The New York Classical Club for the current year will be held on Saturday, March 13, at 10.30, in Students' Hall, Barnard College, Broadway and 117th Street New York City.

The subject is, What is Expected of Classical Teaching in New York High Schools. The discussion will be led by Dr. J. L. Tillsley, Associate Superintendent of Schools.

SUSAN FOWLER, Censor.